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UNIVERSITY OF ALBERTA

MOTIVATIONAL ORIENTATIONS OF ADULTS IN AN UPGRADING PROGRAM

by

Ingrid Banasch

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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OF MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER AND TECHNOLOGY EDUCATION

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled THE MOTIVATIONAL ORIENTATIONS OF ADULTS IN AN UPGRADING PROGRAM submitted by Ingrid Banasch in partial fulfilment of the requirements for the degree of Master of Education.

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Supervisor

.....

.....

Date ..... September 26, 1991

DEDICATION

This thesis is dedicated to the students and staff of Fairview College who have enriched my life by giving me an opportunity to be a part of their lives.

ABSTRACT

The purpose of this study was to determine the motivational orientations of adults to enrol in an upgrading program and to investigate relationships between these orientations and selected demographic variables.

The study was conducted on a sample of 101 adults using a two-part questionnaire, which was composed of the F-form Education Participation Scale of Boshier and Adult Student Demographics.

The literature reviewed focused on models of participation of adults in educational activities, the demographics and motivational orientations of these adults and previous motivational orientation studies which had used the EPS scale.

The data collected were analyzed by the Statistical Package for the Social Sciences (Nie, Hull, 1981) to yield: frequency and percentage distributions for the demographics, six motivational orientation factors by way of factor analysis and factor scoring, and significant relationships between the orientations and the demographic variables using t and F tests.

The demographic profile of a typical adult which resulted was: a young (25-34 years) female of any marital status with a number of children who was born in Canada and had received her previous schooling here also. Her mother tongue was English or one of the native Canadian languages

and her father had been self-employed or semi-skilled.

Social contact accounted for the largest amount of the explained variance for motivation to enrol in the program, but educational advancement was considered by these adults to have been most influential on having returned to educational activities.

This study has opened up the field for the investigation of motivational orientations of adults in upgrading programs in the areas of northern Alberta, and possibly other similar communities within other Canadian provinces.

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CHAPTER I

Introduction

All adults entering an educational setting as students for the first time since leaving public school have certain background characteristics which affect their motivation to enrol, to a greater or lesser degree. Adults entering a college-based upgrading program come from many different backgrounds. Motivators or deterrents to enrol may include perceptions of previous school experiences, psychological factors, and other personal experiences. The act of participation is often the first step in a big life change for many individuals.

Participation in upgrading programs in the rural agriculturally-based communities of northern Alberta is increasing. This is partially due to the reduction of isolation factors and increasing educational requirements in the expanding industries and job markets in the north. In the report Adult Literacy in Northern Alberta (1989), which used background figures from the Canadian Census completed in 1986, 16.5 percent of northern Albertans had less than a grade nine education. This was about 1 1/2 times the 10.8 percent quoted in the same report (1989) for all of Alberta. A Five Year Plan of Fairview College released in 1980 suggested that high percentages of adults with less than a

grade 12 education in northern Alberta was due to the pioneering nature of the area and the fact that many students have left public school early to enter the work force for short term, high-paying unskilled jobs. The actual reasons as to why adults return to upgrade their education have not been examined in the Peace River area.

Statement of the Problem

The purpose of this study was to survey the motivational orientations of adults to enrol in an upgrading program in the Peace River area and to investigate the relationships between the motivational orientations and certain demographic characteristics.

Subproblems

1. What is the demographic profile of the adults participating in the upgrading programs?
2. What are the motivational orientations of these adults as determined by the Education Participation Scale?
3. What relationships exist between the orientations and demographic characteristics?

Significance of the Study

This study will be of benefit to Fairview College, the communities being served, the students themselves, and

both federal and provincial levels of government. Results of the study could also be of importance to other colleges working with adults in similar situations.

Fairview College will benefit by obtaining knowledge of the main reasons for enrolment of the adults, and it may find the information useful to possibly increase enrolment by promoting its upgrading program within the hard-to-reach adult population. This study may also provide information which could result in modifications within the existing upgrading programs. No study of this nature has been completed to date in this area.

The northern communities are not as isolated as they used to be, and the reasons why adults enter the upgrading programs may have changed also. As the economy in northern Alberta is diversifying, there are increased demands now for persons with a higher educational level than previously required. It is now apparent that completion of a higher grade level will help these persons enter certain trades or career areas to later establish themselves financially in their communities. It seems that most persons would like to stay in or return to the area, so they are seeking the type of education which will give them the option to do so.

There is still a question whether the kind of education being offered to these disadvantaged adults is what they need. To find out why and which part of the population enters the upgrading program may provide greater insight

into the nature of the participant. Perhaps a certain portion of the adult population is not being motivated to enrol in the program because of its content. A demographic profile of the students may be helpful in this regard.

Adults are counselled by the government agencies before they return to school. The two levels of government instrumental in sponsoring many of the adults to enter the program could also benefit from this research.

Delimitation, Limitations and Assumptions

Delimitations

The subjects being studied were:

1. Adult students registered in an upgrading program with Fairview College in the fall of the school year 1990-91.
2. Adult students from the communities of Assumption, Boyer River, Fort Vermilion, High Level, John D'Or Prairie, La Crete, Paddle Prairie, and Peace River.

Limitations

The following limitations were applied to this study:

1. This study was limited to adult rural-based students in an upgrading program so the results of the study may not be generalizable to other programs and other kinds of communities.
2. Some of the adults surveyed were not in their first

year of the program, so their replies were based on recollections more than those of first year students.

3. The use of a predetermined questionnaire rather than in-depth interviews may have limited the variability of responses received from the adults.

Assumptions

For the purposes of this study, the following assumptions applied:

1. The adults were motivated to answer the questionnaires.
2. The adults understood the questions and responded honestly.
3. The 40 items in the Education Participation Scale were appropriate in determining the motivational orientation of adults in this study.

Definition of Terms

For the purposes of this study the following definitions applied:

Adult student was one who was at least 18 years of age and had been out of school for at least one year (1989-90, Fairview College Calendar).

Adult upgrading program included those courses which allow adults to complete basic requirements for career entry or entry into technical and vocational programs (1989-90

Fairview College Calendar).

Dependent variables were the motivational factors identified by the Education Participation Scale.

EPS The Education Participation Scale is the questionnaire developed by Roger Boshier in 1971; revised in 1982; to identify the motivational orientations of adults participating in education.

Independent variables were the demographic characteristics profiled for each student.

Motivational orientations are the groups of reasons (factors) identified by the EPS which influenced the adults to enrol in the upgrading program.

Organization of Thesis

This chapter contains a short introduction of the topic area, along with the problems which were addressed within the framework of the limitations and assumptions.

Chapter two provides a review of the relevant literature, specifically the theories and practical aspects of motivation of adults to participate in educational activities, and demographic variables related to participation.

Chapter three presents the methodology used to arrive at the results.

The fourth chapter provides a discussion of the findings along with an analysis of the results.

Chapter five contains the summary of the thesis, along with conclusions and implications of possible avenues for additional research and other considerations.

CHAPTER 2

Review of Literature and Research

This chapter provides a short historical background of the research area, the underlying relevant theories and models surrounding participation research, and a review of demographic variables related to participation and motivational orientations of adults in educational activities.

Historical Background

Areas including Peace River and north of that have been isolated in terms of educational opportunities for adults until very recently. Until Fairview College assumed management, the Alberta Vocational Centre(AVC) at Grouard serviced Dixonville, High Level, La Crete and Manning with small upgrading programs.

In 1978 Fairview College became a public college. Then, in 1980 a regional expansion plan was announced by Advanced Education and Manpower of the Alberta Government which affected the development of upgrading programs in northern Alberta. Fairview College became responsible for the management of the adult education programs and courses in Mackenzie North (area north of Peace River) from AVC Grouard on July 1, 1981 (Tait,1983). A Vocational

Preparation Program had been started in Peace River in 1976, and then under the regional expansion plan Fairview College was appointed as trustee for the North Peace Adult Education Consortium which had been formed in 1979.

As a result of these developments in the Mackenzie North region, Fairview College offers high school courses for adults to upgrade their education to a high school level. Students can choose a number of different routes for completing their educational goals. The number of students for the 1980/81 year in the north was 20, and the projected number at that time for 1981/82 year was 248 (The f2pt Group, 1980). The actual number for the fall of 1981 was 132 (Fairview College, Registrar's Office Files in a letter to the researcher dated July 24, 1990, Appendix D). The number of adults enroled in the north in the fall of 1989 was 270 (Fairview College, Registrar's Office Files, Letter of July 24, 1990, Appendix D).

From the beginnings of solely a vocational preparation program at the College campus, this program has mushroomed in the north to be the stepping stone for adults to enter many different paths which include other programs at Fairview College and entrance into other postsecondary colleges.

Theories or Models of Participation

Expectancy-Valence Theory

This cognitive a-historical theory dates to the writings of Tolman (1955), Lewin (1935), Atkinson (1978), Vroom (1964) and most recently, Rubenson (1983). There are three main concepts comprising this theory: expectancy, force and valence. Valence is referred to by Vroom (1964, p. 15) as "affective orientations toward particular outcomes." It relates to the anticipated satisfaction (attitude) towards a future action and is determined by the needs which a person experiences. The number value of valence can range from positive to negative, with indifference being indicated by a zero value. Expectancy is determined by a person's perception and interpretation of his or her own life situation. It is defined "as a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome" (Vroom, 1964,p. 17). Values range from zero to one. The product of the valence and expectancy values is the strength of force compelling a person towards a certain outcome.

Participation in adult education activities, as described in this model, is seen as the highly likely outcome when the attitude towards the activity is positive and the need is perceived by the individual. The expectancy that participation will lead to positive results, which is the

other necessary component, also encourages participation to be a likely outcome.

Model for Recurrent Participation

The recurrent participation model of Kjell Rubenson (1983) includes the fundamentals of expectancy-valence theory and expands on it by adding three groups of intervening variables: active preparedness, structural factors, and current needs. This is an expansion of the influences on the concepts of expectancy and valence. Active preparedness refers to the socialization process which occurs in the family, at school, and at work. This works together with structural factors in the environment which can include: hierarchic structure, reference and member group values, and study possibilities (Schuetze and Instance, 1987). Current needs tie in with the individual's perception of education (valence).

This model results in the interaction of two levels of variables: the first one includes active preparedness, structural factors and current needs. The second level of variables which includes valence and expectancy is determined by the first level, and they in turn result in the force. Schuetze and Instance (1987, p. 54) suggested, "The purpose of our model is not to produce a mathematical description of recruitment in adult education but to give a

general indication of how to relate structural to individual factors."

The model allows for an explanation of the effects of initial educational level and the influence of the individual's environment on perception and interpretation of his or her own life situation. This model also suggests possible further avenues of research related to participation. " It would be more profitable to investigate the preparedness of people for participation, the environment in which they live, the forces in these environments that stimulate or inhibit participation, and their dominant needs" (Schuetze and Instance, 1987,p. 58).

Chain of Response (COR) Model

The chain of response model of Cross is based on the assumption that the activity of participation is the final result of a chain of responses. This behaviour is on a continuum starting from the individual and moving to the external environment. Cross (1980,p. 125) suggested, "Ultimately, participation in adult learning changes self-perceptions and attitudes about education." Six variables in interaction ultimately lead to participation. These variables are: self-evaluation, attitudes about education, importance of goals and expectations that they will be met through participation, life transitions, opportunities and barriers, and information.

Self-evaluation and attitudes about education work together to create a stable link. These attitudes are re-examined through self-evaluation. Research in achievement motivation, an important component of self-evaluation, suggests that in voluntary learning confidence in abilities generally leads to new learning. The attitudes about education arise from past experiences and attitudes of reference and membership groups of the individual.

Expectancy-valence theory forms the background for the importance of goals and expectations that participation will meet goals. This is also affected positively by the life transitions being experienced, creating what has been coined by Havinghurst (1972) as the "teachable moment."

At this point there is motivation to participate, but it may be affected positively or negatively by opportunities, barriers or information. For the strongly motivated individual, barriers will probably be overcome. Opportunities may enhance motivation. A strong information link with educational agencies is essential for individuals to make use of the opportunities so that the barriers do not take over.

In this model the focus for participation begins within the person and radiates towards external conditions. Cross (1980) suggested that the COR model gives more scope for understanding this beginning internal focus which affects the attitudes toward education and self-evaluation. The

purpose of the model "is to organize thinking and research" (Cross, 1980, p. 131).

Congruence Model

The congruence model arose out of research on non-participation and dropout studies conducted by Boshier in New Zealand (1971). He suggested that dropout was an extension of nonparticipation of individuals in an educational institution. Nonparticipation, dropout and participation all result from the interaction between external environmental variables as perceived by the individual and internal psychological factors.

Congruence or dissonance of environmental and psychological variables determine whether dropout or participation in an educational activity will occur. "Congruence refers to the goodness of fit between a participant and his educational environment" (Boshier, 1980, p. 11). Boshier (1980, p. 11) also wrote: "The notion of congruence finally employed by the writer was primarily based on the personality theories of Rogers(1959) and Lecky(1945) which elevate the self-concept to a central position." In a well-developed self-concept the individual's attitudes are internally consistent. The person wants to maintain inner and outer harmony (Lecky). Participation can be facilitated by decreased incongruence and increased congruence.

Boshier suggested that all individuals are goal motivated. He used Maslow (1970) to differentiate between "being" and "deficiency" needs which organize the behaviour and cognitive processes of the individual. Motivation has its origins within these different types of needs. Persons are therefore deficiency or growth motivated, depending on the needs surfacing at the time. For deficiency motivated persons, the determinants as to whether participation in an educational activity will occur involve environmental and social pressures (external). Education is used to satisfy the lower order needs as classified by Maslow (1970). In the growth motivated person the determinants for educational participation are inner ones which involve higher order needs (Maslow, 1970).

Since congruence or dissonance are the determining factors of participation or nonparticipation, individuals will use educational activities to achieve or maintain heterostasis or homeostasis. Homeostasis is the state which a deficiency motivated person would like to achieve and it results in a balance of the internal and external conditions (congruence). This deficiency motivated person is classified by Boshier as life-chance motivated. Growth motivated persons are more interested in education for inner reasons and Boshier calls these people life-space motivated. Their motives for participation may arise out of a desire for a heterostatic state. All motives for participation in

educational activities arise out of the heterostatic (disequilibrium) or homeostatic (equilibrium) states. The goal state for the individual may be also be heterostatic or homeostatic.

Boshier (1977) also suggested that certain motivational factors as derived from the EPS are part of the deficiency cluster, therefore people who score high on those have homeostatic behaviour. The psychological dimension for the reasons for participation is on a continuum which includes "life-chance" (homeostatic) behaviour on one side and "life-space" (heterostatic) behaviour on the opposite end. Boshier (1977, p. 95) stated: "Motivational orientations are related to psychological states which strongly resemble Maslow's description of deficiency and growth motivation." He (1977, p. 113) also cautioned, "The attribution of the life-chance and life-space labels to the EPS factors remains tenuous and in need of further investigation using more direct measures of Maslow's constructs."

Motivational Orientation Studies

Major events or circumstances that lead people to enrol in an adult upgrading program relate to the question of why adults do or do not persist in the program. Returning to school is a big step for adults who have been out for some time and requires thought and decision making.

The first framework of motivation presented for

participation was reported by Houle (1961) after he had completed in-depth interviews with 22 adult learners. From the information, he developed three groups of learners: goal, activity and learning oriented (Houle, 1961). A criticism of Houle made by Boshier and Collins (1985, p. 119) stated: "In view of the fact Houle's typology was based on interviews with only 22 participants, the need to transcend its particularities has always been evident." The study completed by Houle was an exploratory qualitative analysis. It was a small study but resulted in opening the field to many more quantitative analyses.

Boshier and Collins (1985) completed a large-scale empirical test of the Houle typology using data from the Education Participation Scale which had been accumulated over the years through the work of many researchers with many learners in different settings. Their results suggested that the goal and learning orientations of learners designated by Houle fit within the different settings and learners, but the activity orientation is a composite of many different factors. They recommended that using the EPS scores including many factors would be more beneficial rather than Houle's limited three groupings.

Quantitative Studies

Burgess. Research by Burgess (1971) was on a larger scale than Houle and he used 1046 adults and resulted in

seven groups of motivational reasons for adult participation. Initially, Burgess identified eight clusters of reasons from background literature. Burgess (1971, p. 9) said, "Previous research indicates that even though the reasons given by adults for participating in educational activities are varied and complex, it is possible to identify general clusters of reasons." He then developed the Reasons for Educational Participation instrument for identification of the reasons.

Although participants were part-time students from metropolitan United States, some of the factors may be applicable to other studies and could possibly be incorporated into a questionnaire. Commenting on Burgess' research, Boshier and Collins (1985) suggested that factor analysis only structures the data, and that whatever the input is will be included in the factor analysis output.

Boshier. The results of Boshier's study of 1971, in which he used the 48 item Education Participation Scale (EPS) for the first time, included a fourteen factor first order grouping. These fourteen first order factors included various orientation groups; six factors were social, four educational, two vocational, and the other two were regarded as minor. The final third order factoring resulted in four factors which were similar to the Houle typology.

Boshier had developed the EPS using the background

literature of Sheffield (1964) and Houle (1961) to result in the 48 items for the scale. Boshier (1971, p. 23) suggested that the EPS factors were related to life-space (growth) and life-chance (deficiency) motivation, and that more research needed to be done to reveal differential motivation with respect to "age, sex, occupation, etc. segments of the participant population." Another immediate task, he stated, was to validate the EPS on "extreme groups of adult education participants known to vary with respect to motivation" (p. 24). The sample of adults from northern Alberta includes a number of unique groups of individuals.

This study was the first of many to use the EPS 48 item scale and later the revised 40 item scale. In the initial research studies many of the reasons (items) were derived from Houle's three orientations: activity, goal and learning. Courtney (1981, p. 106) maintained that the Sheffield (1964), Burgess (1971) and Boshier (1971) scales "are related in content and rationale since all are based on statements from the Houle work." Boshier and Collins (1985,) listed four sources used in the development of the Boshier (1971) scale: participant interviews, Houle's, Sheffield's and Burgess's work.

The many reasons for participation which were collected were used with many different subjects (adults) to arrive at a list of items which was considered most important across all the groups. This was done by factor analysis and factor

scoring. It resulted in a particular structure for the motivational orientations.

Other studies using the EPS. Morstain and Smart (1974) completed a study using the 48 item, nine-point Likert-scale older version of the EPS with 611 part-time adults. The researchers wanted to see if the pattern generated was different from the New Zealand 1971 reported study of Boshier. They found two factors, social welfare and cognitive interest to be identical to the Boshier study in terms of item content. The other factor patterns were similar to the Boshier study.

Erickson (1986) used the 40 item EPS along with a personal information questionnaire to see whether reasons for enrolment would differ based on method of payment of fees; basic education; and age, gender or marital status. The sample was 411 students in a college program and resulted in differing reasons within all of the types of variables mentioned.

The 40 item EPS was also used by Felker (1988) to determine the motivational orientations of 238 developmental adults in a community college. The majority of the adults were female and the dominant orientations were professional advancement and cognitive interest.

Ellingson (1989) completed a study using the EPS to arrive at motivational orientations of senior adults (55 and

over) participating in postsecondary courses in the metropolitan Edmonton area. Factor analysis completed on the sample of 136 resulted in six factors, which were, in order of importance: social contact, community service, professional advancement, social stimulation, external expectations, and cognitive interest. Ellingson also found some statistically significant mean differences between certain demographic variables and the motivational factors.

Summary. Most of the above mentioned studies have been completed on large groups of adults participating in various types of education courses, generally in an urban setting. None of the studies relate to adult upgrading programs (high school equivalency), specifically within a rural setting. Many of the items analyzed and grouped into factors are probably applicable to other settings.

The research studies reviewed were almost all interested in ascertaining the most important factors of motivational orientation for participation of adult students. Much of the methodology used factor analysis.

Items for motivational orientations of participation in educational activities for adults were originally isolated using some kind of exploratory analysis. Many studies after that used the EPS for confirmatory rather than exploratory analysis. Boshier (1977, p. 89) also stated, "The orientations are related to much broader psychological and

social structures which are largely unknown." Different orientation patterns resulted from different studies.

Demographic Variables Related to Participation and Motivational Orientations

In a report on early school leavers in northern Alberta, six school districts indicated that their dropout rate was between 14.7 percent and 31 percent during the 1980-81 school year (Early School Leavers in Northern Alberta, 1984). Of the early school leavers interviewed for the same report, 14 percent attended upgrading programs some time after they left the regular school. It may be possible that there are certain demographic characteristics which influenced these students to leave school before completion and return later to adult upgrading programs. Cross (1980, p. 104), in talking about demographics stated, "There appear to be three demographic variables, however, that are highly relevant to educational planning--age, educational attainment, and place of residence."

Devereaux (1985), in writing on an Adult Education Survey which was completed in coordination with and as a supplement to the Canadian January 1984 Labour Force Survey, reported that the participation rate for Albertans in adult education activities was 25 percent, compared to the national figure of 19 percent. One limitation of the survey was that the participants did not attend adult education on a full-time

basis. Munn and MacDonald (1988) reported in a survey completed in Scotland that the overall participation rate of adults in adult education activities was 42 percent.

Participation studies vary in a number of ways. Definitions of the adult student and what constitutes participation in an adult education activity are the two main variables which could have influence on reports of participation rates. Participation in adult education activities varies depending on demographic and possibly psychological variables.

The relationships between motives for enrolment (EPS scores) and participation reported in the literature were varied. They depended largely on the population studied and other demographic characteristics associated with them. It must be kept in mind that any single variable is associated in a confounding way with some or all of the other variables within each particular study. Boshier and Collins (1983, p. 174) stated, "All EPS scores are variously related to life-cycle and socio-economic variables."

Age. Devereaux (1985) indicated that there was a difference in participation rate related to the age of the adult: 25-34 year olds had the highest participation rate of 29 percent, next 35-44 with a 25 percent rate, and then 17-24 at 23 percent. After age 45 the involvement decreased dramatically. Caron (1984) supported this also with a

Quebec survey which reported the highest participation rate within the 25-34 year age group. The ICEA (Institut canadien d'education des adultes) Survey also consulted for Caron's paper reported that the highest rate of participation (51.1 %) was in the 30-49 age group. Age was definitely an indicator of participation rate in adult education.

Boshier (1977, 1980) found that younger adults were less likely to be enroled for reasons of cognitive interest than were older adults. He found that age was the most powerful predictor of cognitive interest. The younger adults were more likely to be enroled for reasons of professional advancement, and they also scored higher on social relationships (Morstain and Smart, 1974). Age was confounded by other demographics such as marital status and previous level of education; Boshier (1974) found that married (older) adults were more inclined to be enroled for reasons of professional advancement.

Agauas (1987) separated adults into two age groups of 18-22 classified as pre-adulthood and 23-28 as stable adulthood, and then compared the motivational reasons for enrolment. He found that the priorities of motivational factors were the same within the two age groups. These two age groups were situated next to each other and the differentiation of pre versus stable adulthood is difficult to make within such a short age span. All of the other

studies reviewed suggested some differences in motivation by age, although other demographic variables may confound the results to a certain extent.

Educational attainment. Another indicator of participation rates in adult education was the level of educational attainment achieved previously. In his report Caron (1984, p. 5) stated that "very high rates of correlation clearly show that the higher the adult's level of schooling (regardless of age or sex) in the formal education network (schools, colleges, universities), the greater their rate of participation in adult education activities." This paper suggests that previous schooling was the most significant indicator of participation. Cross (1980, p. 105), in discussing educational attainment, said, "And it is perhaps the most influential variable of all, incorporating as it does many other factors such as income, race, and, to some extent, place of residence."

In Canada, on the whole, adults with university degrees attended adult education courses nine times more often than those persons with a Grade zero to eight education (Devereaux, 1985).

In a report titled Language and Literacy Problems in Alberta's Labour Force (1987, p. 36), it was suggested that "Participation in adult education in Canada is related to both education level and occupation." Within the same

report which used data from the Canadian Census of 1986, figures indicated that workers with less than a grade nine education occupied more than 20 percent of the employed labour force in forestry, fishing, agriculture and trapping. Northern Alberta, as suggested in Northern Alberta Manpower Needs Assessment Final Report 1985, has a small population base, but is resource intensive. Agriculture is important, but farmers generally need income from other sources for supplement.

Shere (1988), in her review, stated that previous level of formal education was strongly associated with participation in continuing education activities. The attitudes about previous education strongly affected the decision to enrol again.

Previous participants in formal education were more inclined to be enroled for reasons of professional advancement, community service and external expectations (Boshier and Collins, 1983). These authors also found that persons of low education were more likely to be enroled for reasons of professional advancement. Education seems to have the image of providing the solution for moving out of the present low economic situation.

Gender. Devereaux (1985) reported that 21 percent females and 17 percent males attended adult education courses. In an analysis of that same report completed by

the Canadian Association for Adult Education (CAAE) in 1985, it was suggested that males and females attended courses for different reasons. Males regarded job-related courses to be most important, whereas females considered personal interest and development courses to be most important.

Caron (1984), in Adult Participation in Education and Learning and Requirements for Educational Leave, suggested that according to three surveys he consulted for his report, the participation rates for males and females were very similar. He did say though that there was a difference in the types of courses taken by males and females.

In the very large study of over 12,000 participants completed by Boshier and Collins (1983), the percentage of females was 70 and males was 30. These researchers also found that men were significantly more likely to be enroled for reasons of community service, professional advancement, social contact and stimulation than were females. Morstain and Smart (1974) also found that external expectations were more important for males than for females. These same researchers found that social relationships were more important for females than for males as reasons for enrolment. Females were found to be enroled more for reasons of cognitive interest (Boshier 1977, 1983; Morstain and Smart, 1974). These priorities of reasons also relate to the fact that females and males differ in the types of courses they take.

Parent's occupation. The participation rate reported in Devereaux (1985) was also related to the parent's occupation, and it was found that on the whole in Canada adults with parents having university degrees would be more likely to take courses than adults from a less well-educated family. The figures indicated that 36 percent of adults with one parent a university graduate, 40 percent with both parents graduates; compared to 20 percent of the adults with neither parent having graduated participated in adult education (p. 14). One of the factors listed as showing a strong relationship to dropout in the literature review of the early school leavers report (HLA Consultants, 1984) was a low socio-economic background. This would relate to the occupation of the parents.

Summary

This chapter began with a short historical background for the area in which the research was completed. Then a critical review of models of participation relevant to the study was presented. Motivational orientation studies were reviewed next, and then demographic variables related to participation were discussed. This chapter provides the basis for the discussion of the methodology in the following chapter.

CHAPTER 3

Instrumentation and Methodology

This chapter includes a detailed description of the instrumentation and methodology used in this research study. An in-depth description of the sample is presented first. The methodology employed for pilot testing and data collection are reviewed, and the analysis and presentation of data complete the chapter.

Identification of Sample

The population for this study included all adults who have attended an upgrading program within the northern campuses of Fairview College, which include Assumption, Boyer River, Fort Vermilion, High Level, John D'Or Prairie, La Crete, Paddle Prairie, and Peace River. The sample was a portion of these students, specifically, the ones who attended an upgrading program in the year 1990-91. This was a convenience sample, and the number in the sample was estimated to be about 110. The actual number of the sample was 101 of the 138 total possible students. The sample was representative of the population since it included adults from each of the campus groups.

Development of Instrument

The first Education Participation Scale was reported by Boshier in 1971. The F-form of the EPS by R. Boshier (1982) was used in this study to ascertain the motivational factors for enrolment. Respondents were asked to indicate to what extent each of the 40 reasons influenced their decision to enrol in the adult upgrading program. The EPS contains 40 motivational items with a 4-point Likert response scale of influences, which are coded from one (no influence) to four (much influence). Boshier (1989, p. 37) explained, "It should be noted that the items for the F and A-forms were secured by asking people about why they had enroled."

This instrument has been used in a number of different countries with various adult populations. After examining a master file of 12,191 EPS cases, Boshier and Collins (1983, p. 171) stated, "All the alpha coefficients were high; each factor was thus internally consistent." Construct validity of the EPS was tested by Haag (1976) and as cited in Boshier (1980), four of the six factors were significantly correlated with the psychological measures used. Boshier, in his 1980 study, also found significant correlations between the EPS factors and the 16 Personality Factors measure. Predictive validity has been studied but not confirmed to date, as stated in Boshier 1989.

Demographic questions were developed to supplement the information from the motivational orientations and to give

the researcher a descriptive profile of the sample. Gender, age, marital status and number of children were surveyed to provide a general descriptive profile of the adults. Highest formal education received, where it was received, and father's occupation, also surveyed, were indicated in the literature to be characteristics associated with participation and motivational orientations. Country of birth and mother tongue were surveyed because they are indicative of the heritage and the unique background of parts of the sample. The research literature reviewed indicated that these demographic variables may influence the participation rate of adults. The relationship between these independent variables and the motivational factors were also determined in this study.

Data Collection

This study had two information gathering components: motivational items and demographics. These two parts were included within one questionnaire. Both parts resulted in quantitative data. Motivational data resulted in an orientation pattern along with a mean value of the importance of each item for the sample. Demographic data provided a description of the sample so that implications could be made and ideas for further research generated. These data were also used to determine statistically significant relationships between the demographic data and

the motivational orientations.

The two-part questionnaire was administered to the students by their instructors at each of the selected campuses. The researcher had a chance to speak to each of the instructors to clarify the nature of the research. This was accomplished by means of a general meeting with the instructors in early September of 1990. In addition, telephone communication with each of the instructors was ongoing during the information gathering process. In this way researcher bias was reduced.

The two-part questionnaire was bulk mailed directly to each of the campuses. Each questionnaire contained a letter to the student explaining the nature of the research (see Appendix B). There was also a letter included for the instructor, one part of which was read to the students prior to the completion of the questionnaire (see Appendix B).

The distribution of the questionnaires is outlined in Table 3.1. (A map of the region is included in Appendix A.) The distribution was based on the most recent obtainable number of registered students in the upgrading program at each campus (see letter Appendix C). The updated number of students for Peace River (Appendix C) was indicated to be 57, but this program also included 12 basic upgrading students not able to read and understand the questionnaires, along with eight other students who voluntarily participated only in the pilot study. This left a total of 37 for Peace

River as indicated in Table 3.1.

Table 3.1

Distribution and Return of Questionnaires

Location	Sent	Completed	% Completion
Assumption	16	7	44
Boyer River	9	7	78
Fort Vermilion	10	7	70
High Level	25	20	80
Jean D'Or Prairie	8	5	63
La Crete	21	19	90
Paddle Prairie	12	8	67
Peace River	37	28	76
Total	138	101	73

The final completion rate was 73 percent (101 out of 138). Not all of the adults were able to complete the questionnaires due to absence or the actual nature of that campus program. Literacy level students are sometimes registered within the upgrading program but do not have the reading level to understand questionnaires. No indication was given that there was someone who did not want to complete the questionnaire.

Once the questionnaires were completed they were bulk mailed by the instructors to the researcher for data compilation and analysis.

Ethical Considerations

Fairview College, specifically the Vice President of Academic Affairs, was consulted for permission to conduct this research study (see letter Appendix B). Any concerns with respect to the research process as outlined by the Vice President and other staff members were considered by the researcher. After this, other administrators affected in any way by the research were consulted also.

Instructors were fully briefed as to the intent of the questionnaire, that it was to be answered anonymously, and that the students were free to opt out if they did not wish to complete the questionnaire (Letter to Instructors, Appendix B). Instructors were also informed how to administer the questionnaire so that biases were not introduced. This information, as well as background information about the nature of the study, was conveyed to the students by the instructors. The research information was provided to the students so that they were able to cooperate in the information gathering process (Letter to Students, Appendix B).

All questionnaires had a code number on them to ensure anonymity and assist the researcher with keeping track of

the questionnaires. The instructors were informed to return all copies to the researcher. Students were allowed to choose their own questionnaire. Since the researcher was not present during the administration of the questionnaires, anonymity was further guaranteed for the students.

The research proposal was submitted to an ethics review committee on July 18, 1990 in the Department of Adult, Career and Technology Education at the University of Alberta. The committee approved the proposal on July 31, 1990 along with some comments. A suggestion to allow the students to choose their own questionnaire due to certain cultural leanings with respect to numbers was followed in the methodology.

Pilot Testing

Pilot testing of the instrument was completed at Fairview College with a similar group of adult students who were not part of the sample for the research study. This included some evening upgrading students at the Peace River Campus of Fairview College. In this way any problems with the two-part questionnaire were identified. Suggestions by these students led to some minor revisions in the instructions for the administration of the questionnaire. No substantive changes were made in the questionnaires.

Analysis of Data

Data from the EPS were analyzed by means of the Statistical Package for the Social Sciences (SPSS) (Nie, Hull, 1981). Factor analysis was completed by computation of a correlation matrix using principal components, extraction of six factors and varimax rotation. Any of the 40 items which loaded 0.40 or greater on only one factor were considered to be part of that factor. Streiner (1986) suggested that when an item loads on more than one factor, if the one loading is within 0.05 of the other one, they are considered to be equal. Otherwise the item is assigned to the factor on which it has the highest loading. This is the way the items were assigned to factors in this research, providing the motivational orientation of the sample. Percent variance explained by each of the factors was also calculated. This resulted in the amount of importance of each factor. Even with small sample sizes it is possible now to compare results with established norms (Boshier, Collins. 1985).

The statistical analysis also resulted in means (factor scores) for each of the six factors. The means of the items were arrayed in a continuum from 1 (no influence) to 4 (much influence). After the grouping of items within six factors, the average mean for each factor was calculated. These factor scores were calculated by averaging the means of items within each factor.

Demographic data were compiled in frequency and percentage distributions for each of the questions so that a composite picture of the sample emerged. T and F tests using one-way analysis of variance were used to find significant mean differences between the motivational factors and selected demographic variables. The means were considered to be significantly different when they differed at the 0.05 (5 %) significance level. This indicated that the differences of means were outside of the 95 percent confidence interval level, meaning that the differences had not arisen by chance. Thus, it could be concluded that the demographic variable was related to the motivational factor in some way (Streiner, 1986).

Presentation of Data

The demographic data are presented in table form with frequencies and valid percent for each of the questions. These tables include categories of educational and personal background.

The results of the factor analysis of the EPS data are shown in a factor structure matrix table which includes the factor loadings obtained for each of the items of the questionnaire. Percent variance for each factor is also included in the table. Means for each of the factors are shown in a table and compared with the means obtained by Boshier (1983).

Statistically significant t and F test results are shown in tables with demographic variables and the differences in motivational factors by the corresponding probabilities.

Summary

The data for this study were collected by the use of a two-part survey questionnaire. Questions on motivation for enrolment consisted of the 40 item EPS. The second part of the questionnaire focused on the demographic data to obtain a profile of the adult students. Frequency and percentage distributions were provided, and t and F tests were used to determine the relationships between demographic data and the motivational orientations.

Chapter 4

Analysis of Data and Discussion of Results

This chapter contains a description of the results of this study with a sample of 101 adults enroled in an adult upgrading program. These results include a demographic profile, factor analysis and factor scoring using the Education Participation Scale (EPS), and any significant relationships between the derived EPS factors and certain selected demographic variables.

Demographic Characteristics

The demographic characteristics for the sample of 101 adults surveyed are outlined in Table 4.1. These include gender, marital status, age, number of children, mother tongue and country of birth.

Gender. The majority of this sample of adults which were enroled in an upgrading program surveyed were females (80.2%). The large scale Boshier and Collins (1983) study consisted of 70 percent females and 30 percent males. In contrast, Caron (1984), who consulted three surveys of adult participation in educational activities, said that the participation rates were similar for males and females in

Table 4.1

Demographic Characteristics

Characteristics	Frequency	Percent
Gender		
Male	20	19.8
Female	81	80.2
Marital Status		
Married	34	33.7
Single	36	35.6
Other	31	30.7
Age		
17 - 24	40	39.6
25 - 34	43	42.6
35 and over	18	17.8
Number of children		
None	23	22.8
1 - 3	50	49.5
4 and over	28	27.7
Mother tongue		
Native Canadian	36	36.4
English	39	39.4
Low German	19	19.2
Other	5	5.1
Country of birth		
Canada	96	96.0
Other	4	4.0

Canada. The differences were found to be within the types of courses taken by males and females. The high percentage of female participation in this study suggests that females

were more willing or able to attend adult upgrading.

Marital status. Marital status within the sample surveyed was evenly split between single (35.6 %), married (33.7 %), and other (30.7 %). The other category included divorced, common-law and widowed individuals. The research reviewed does not indicate that a certain marital status is more prevalent within participation in adult education. The above results suggest that many females who are not married (66.3 %) are returning to upgrade their education.

Age. Forty-three percent of the adults attending the program were within the 25 to 34 year old age category. Devereaux (1985) and Caron (1984), in Canadian surveys of adult education, found that the same age group as indicated in this study had the highest participation rate. This age group is within the stable adulthood period and returning to upgrade their education may be a favourable alternative to them.

Number of Children. The largest portion of the adults attending the upgrading program (49.5 %) had one to three children. Most of these adults were females and a large portion (close to 70%) were not married. It may be that the children were positive motivators for these persons to return to educational activities.

Mother tongue. The mother tongue of a person gives a fair indication of one's heritage. Thirty-nine percent of the sample indicated that their mother tongue was English, which could indicate a number of different ethnic origins. Native Canadian, which in the area surveyed includes a number of native backgrounds (Cree, Slave, Metis) was indicated by 36 percent of the sample. Another 19 percent of the adults surveyed were of Low German Mennonite background, indicating a heritage much different from the native and English. Within the sample surveyed, at least 55 percent of the adults were of an ethnic background other than English.

Country of birth. Even though there were a number of different ethnic origins indicated by mother tongue, almost all (96 %) of the adults were born in Canada. This suggests that ethnic origins of the different groups were being preserved within the northern Alberta communities even though these persons lived in Canada.

Previous Formal Education Level

Table 4.2 outlines the formal level of education received by the adults before they attended the upgrading program. Most of them (96 %) attended schooling in Canada. This coincides with the fact that the same percentage were born in this country. Forty-nine percent of these adults had

completed between grades nine to eleven years of schooling.

Another ten percent of them had completed grade twelve before returning to upgrading to take some more courses or repeat some courses to meet the high averages now required to enter other programs of study. Not too many adults would return for full-time studies in an upgrading program after completing all the required courses of the school system.

The largest portion (60%) of these adults were returning to upgrade their education commencing from the high school level. This may also be due to the specific nature of the program due to which adults were not accepted without a certain level of academic achievement (about a grade eight competency level).

Table 4.2

Previous Formal Education Level

Occupational Area	Frequency	Percent
Education level		
Grade 12	10	9.9
Grades 9 - 11	50	49.5
Grades 0 - 8	41	40.6
Education received		
Canada	97	96.0
Other	4	4.0

Father's Occupation

Of the 101 adults surveyed, eighteen percent did not respond to the question on father's occupation. No indication was given as to why the other adults did not answer this question. The frequencies and percentages of occupational areas are outlined in Table 4.3. Occupational areas were adapted and used from Konrad and Brese (1986).

Thirty-six percent of the respondents had a self-employed father, and another 28 percent had fathers who were semi-skilled. Only two percent of the adults' fathers were

Table 4.3

Father's Occupation

Occupational Area	Frequency	Percent
Self Employed	30	36.1
Semi-Skilled	23	27.7
Technical/Trades	11	13.3
Service Industry	10	12.0
Unemployed	4	4.8
Professional	2	2.4
Student	1	1.2
Other	1	1.2
Deceased	1	1.2

classified as professional. This northern area did not have a large demand for professional skills in the previous years. An increase in the resource base is changing this situation, and the children's occupational areas will

probably be quite different from those of their parents.

The area surveyed had a small population base of rural agricultural background. Many of the farmers supplemented their incomes with non-professional skills which they acquired on their own and were classified within the semi-skilled and self-employed categories.

Motivational Orientations of Adults

The factor analysis in this study was based on 75 percent of the total sample since the other respondents had left some questions blank. The process of factor analysis was used in this study firstly to reduce the data from 40 motivational items to six manageable motivational groupings called factors. This was achieved by intercorrelating the variables and arriving at factors which included the items with the greatest linear association (commonalities) within that grouping. The factor groupings were also rotated (varimax rotation) in an effort to make the factors more interpretable by trying to explain the most amount of variance possible. The factor structure and percent variance for each factor is outlined in Table 4.4.

Factor I, labelled social contact, consisted of 14 items (see Table 4.4). Items 31, 14, 26 and 9 had double loadings, but since the higher loading was more than 0.05 above the lower one, these items were grouped within the factor on which it loaded highest. Most of the items,

except for item 40, complying with another's instruction, item 6, carrying out recommendations of some authority, and item 30, keeping up with others, were consistent with the

Table 4.4

Factor Structure Matrix of Factors I-IV After Rotation

Items	I	II	III	IV	V	VI*
38 New friends	.81	.07	.05	.26	.09	-.01
28 Break routine	.77	-.02	.14	.26	-.19	-.05
24 Few hours	.69	.10	.19	-.08	-.24	.09
40 Instruction	.68	.25	.14	.13	.02	.07
5 Relief boredom	.68	.05	-.02	.07	.15	-.17
21 Escape T.V.	.67	.06	.13	.06	.02	.10
31 Social relations	.66	.14	-.06	.06	.45	.02
6 Recommendation	.63	.37	.07	-.16	-.01	.00
14 Personal association	.62	.29	.44	.10	-.03	-.03
34 Escape unhappiness	.60	.18	-.04	.27	.12	-.07
26 Congenial people	.58	.03	.40	.27	.01	.21
8 Frustration	.51	-.10	.22	.28	.16	.01
9 Accepted others	.49	.41	.26	-.04	-.03	-.12
30 Keep up with others	.44	.20	.21	.12	.17	-.05
39 Community	.16	.80	.03	.17	.06	.00
22 Community service	.09	.65	.00	.19	-.17	.32
18 Job competence	.07	.62	.00	.07	.31	.04
10 Job status	.16	.60	.19	-.09	.07	-.02
16 Narrow occupation	.09	.22	.72	.09	.21	.14
12 Vegetable	.30	-.02	.63	.16	.08	.24
15 Competition	.24	.09	.62	.11	.00	.09
1 Seek knowledge	-.14	.04	.47	.32	.10	-.26
37 Sake of learning	.26	.01	.11	.74	.01	-.02
25 Joy of learning	.35	.02	.25	.71	-.09	.03
7 Enquiring	.01	-.28	.12	.58	.32	-.15

Table 4.4 Continued

Items	I	II	III	IV	V	VI*
32 Formal requirements	.05	.29	.04	.16	.69	.16
33 Social position	.38	.18	.10	.17	.60	.09
11 Supplement	-.10	-.21	.34	-.05	.53	.02
35 Educ contrast	.23	.33	.26	-.12	.43	-.34
20 Earn degree	-.13	-.07	.07	-.07	.14	.62
13 Other courses	-.01	.27	.20	-.09	-.09	.56
29 Mankind	.26	.31	.08	.12	.16	.45
Omitted	Items					
2 Common interest	.48	.11	.45	-.15	-.16	-.38
3 Prof. advancement	-.21	-.14	.03	-.14	.45	.43
4 Citizen	.11	.39	.42	-.22	.24	.34
17 Part of a group	.44	.42	.14	.15	-.01	-.04
19 Gain insight	.41	.06	.43	.20	.24	.23
23 Human relations	.35	.43	.27	.32	.01	.41
27 Life contrast	.34	.14	.33	.38	.08	.20
36 Recommendation	.46	.25	-.17	.43	.02	-.17
Percent Variance	27.4	8.1	5.6	5.0	4.4	4.0

*Note: I-Social contact, II-Community/Job enhancement, III-Professional advancement, IV-Cognitive interest, V-Education variety, VI-Education advancement.

individual gaining some form of new social contact for the adult enroled in the program. Twenty-seven percent of the variance was accounted for by the first factor.

The largest amount of variance was explained by social contact--the first factor. This was identical to the variance explained by the Boshier and Collins' (1983) study. Five of the nine items of Boshier and Collins' (1983) first factor also appeared as part of the first factor in this analysis (38, 31, 26, 14, and 9). Five additional items of

Boshier and Collins' (1983) social stimulation (Factor II) were part of the first factor in this study (5, 8, 21, 24, and 28). In this study most of Boshier and Collins' (1983) items of social contact and stimulation appeared within the first factor. Social contact and stimulation were the most frequently given reasons for these adults to enrol in the upgrading program.

Eight percent of the variance was explained by the second factor grouping labelled <u>community or job enhancement</u>. Within this factor there was an overlap of community and job motivational reasons. Many of these adults were seeking to acquire enhanced job positions after completing high school requirements. It may also be that in a small community many positions involve community work. This factor contained items 10, 18, 22 and 39, of which the first two are from professional advancement (Factor III) in Boshier and Collins (1983) and the last two came from community service (Factor IV) in Boshier and Collins (1983).

The third factor of this study contained one item (15) from the same factor of the Boshier and Collins research. Other items within this third factor were 1, 12, and 16. Item one loaded substantially on cognitive interest but not high enough to be classified within that factor. The label for this factor remained as <u>professional advancement</u> since three of the four items were indicative of seeking a new

occupation.

Factor IV in this research contained 3 of the 4 items from Factor VI (cognitive interest) of Boshier and Collins (1983), so it was relabelled accordingly. It accounted for five percent of the variance, and it was not considered to be one of the most important reasons motivating adults to enrol in the upgrading program.

Factors V and VI of this research had no common items with those of the same number from Boshier and Collins. Factor V was relabelled education variety and included items 11, 32, 33, and 35. Factor VI was relabelled education advancement and included items 13, 20, and 29. These two factors were closely related in the kinds of items included and may conceptually have been combined within one factor.

Items 2, 3, 4, 17, 19, 23, 27 and 36 were omitted from the factor structure due to distinct double loadings (Table 4.4). Without the above items, the resulting six factors accounted for 54.4 percent of the variance of the sample score.

The factor pattern in this study had some similarities with the findings of Boshier and Collins (1983). The largest amount of the variance (27.4 percent) was accounted for by Factor I, social contact, as also in the Boshier and Collins' study. Therefore, the most important factor in both studies was the same. In this study Factor I seemed to

be a combination of items from the first two factors of the 1983 Boshier and Collins' study (social contact and social stimulation).

Factor VI, cognitive interest of Boshier and Collins, became Factor IV in this study. The item content of the factor was almost identical, but the variance accounted for in this study was greater than in the Boshier and Collins study.

The Factors III, V and VI of this study differed from those in the Boshier and Collins' study in terms of item content. Professional advancement (Factor III) items from Boshier and Collins (1983) were split into different groups in this study. Boshier and Collins' study contained more than 12,000 cases, while this study was limited to 75 adults.

Motivational Influences

Factor scoring enables the researcher to know which of the factors had the greatest motivational influence on the adults to enrol in the upgrading program. Table 4.5 shows the mean factor scores for the six factors, and indicates that Factor VI (education advancement) had the greatest influence on the motivation of adults to enrol in the upgrading program (3.4). Even though Factor I (social contact) contained 14 items, its influence on motivating

adults to enrol was minimal (2.0). Although items within Factor I explained the largest amount of the variance in the motivation, they were not considered to be the most influential reasons for enrolment.

Table 4.5

Mean Scores for Six Factors

Factor	Label	Mean
I	Social Contact	2.0
II	Community/Job Enhancement	3.0
III	Professional Advancement	2.6
IV	Cognitive Interest	2.6
V	Education Variety	2.9
VI	Education Advancement	3.4

Social contact (Factor I) had little influence on motivation within this study (2.0). All of the other factor means ranged from 2.6 to 3.4 (moderate to much influence). The range of the means was 1.4, which was low compared to a possible range of 4.0. The response was relatively uniform with none of the means being really low or high. Each factor seemed to influence the motivation of enrolment of the adults to a certain extent.

The pattern of influence of motivation generated from the large Boshier and Collins' (1983) study had some similarities with this study. In both studies social contact (Factor I) was the least influential (see Table 4.5

and Appendix G). The range of influence was relatively uniform in both studies also. No one factor influenced the motivation greatly at the expense of the others in either study. Motivation to enrol was shown to be a composite of all of the factors in both studies.

Relationships Between Motivational Orientations and Demographics

Three of the seven demographic variables tested had significant relationships with one or more of the motivational orientation factors (Table 4.6). Two of the nine demographic variables, country of birth and where public schooling was received, were not tested because they showed very little variance (96% in Canada for both variables).

Factor I, social contact, was significantly related to previous level of formal education. Social contact was a stronger motivational force for the respondents with a grade zero to eight educational level than for those of a higher educational level. It may be that adults of a lower educational level do not have as many opportunities for social contact than those of a higher educational level. These adults may visualize education as an opportunity for new social contacts.

Native Canadians were also more influenced to enrol by social contact than were either adults of Low German and

English backgrounds. These native Canadians may also see education as a way of making new and different social contacts than the ones they have had to the present time.

Factor II, community or job enhancement, was significantly related to marital status. Single respondents were more influenced by community or job enhancement than were those that were married. There was no difference reported for one third of the adults in the category of other which included divorced and common-law individuals. Single respondents would probably be younger than the married ones and they may have regarded community or job enhancement as more important than did older married individuals. This may be due to younger individuals being more deficiency motivated whereas the older individuals are gravitating towards growth motivation in seeking internal rather than external satisfaction.

Factor VI, education advancement, was significantly influenced by mother tongue. Native Canadians again, as in Factor I, were more influenced by education advancement than were either those of the Low German or English backgrounds.

The significant relationships between these demographic variables and motivational orientations were limited to only 12 percent of the total possibilities in this study. Native Canadian mother tongue was the only demographic variable that was related to more than one orientation. No significant relationships were found in examining the

effects of gender, age, number of children, and father's occupation. There were enough distinct differences within the sample to examine these possible relationships. The significant relationships within this study did not follow any apparent pattern from which conclusive deductions can be made.

Table 4.6

Significant Relationships Between Selected Demographic Variables and Motivational Orientations

	Factors					
Demographic Variables	I	II	III	IV	V	VI
1. Education Level	0.01 2>1					
3. Marital Status		0.04 1>2				
8. Mother Tongue	0.02 1>3,2					0.01 1>3,2

Summary

This chapter presented the analysis of the data and a short discussion of the results in order to provide a profile of an adult student enroling in an upgrading program at Fairview College specifically within the campuses

surveyed. The demographic profile of a typical adult which resulted was: a 25-34 year old female of any marital status with one to three children; one who was born in Canada and had received most schooling in Canada which probably ended between grades 9-11; whose mother tongue was English or one of the Native Canadian languages; and whose father had been or was self-employed or possibly semi-skilled.

Although social contact accounted for the most variance in explaining why these adults returned to upgrade their education, educational advancement (Factor IV) was considered to have the most influence on these adults in returning to educational activities. Community or job enhancement (Factor II) was also considered to have much influence.

Fifty-four percent of the variance was explained by the six factors: social contact, community or job enhancement, professional advancement, cognitive interest, education variety, and education advancement. Social contact, community or job enhancement, education variety, and education advancement were significantly related to only three of the demographic variables.

Chapter 5

Summary, Conclusions and Implications

This chapter provides a summary of the findings, along with the conclusions arrived at from these results. Finally, implications made by the researcher from this study are offered.

Summary

Statement of the Problem

The purpose of this study was to survey the motivational orientations of adults to enrol in an upgrading program in the Peace River area and to investigate the relationships between the motivational orientations and certain demographic characteristics.

Subproblems

The subproblems which were addressed in this study are:

1. What is the demographic profile of the adults participating in the upgrading program?
2. What are the motivational orientations of these adults as determined by the Education Participation Scale?

3. What relationships exist between the orientations and demographic characteristics?

Methodology

A two-part survey questionnaire was used to collect the data. The first part, the 40-item F-form Education Participation Scale, was obtained from Dr. Roger Boshier, the designer and validator. The second part, Adult Student Demographics, contained nine items designed by the investigator. Distribution of the questionnaires was to adult students in an upgrading program at selected Fairview College campuses.

Data Analyses

The Statistical Package for the Social Sciences (1981) was used to process the data from the two-part questionnaire. The analyses that were used in this study included frequency distributions, factor analysis, and t and F tests of statistical significance.

Percentage and frequency distributions derived from the Adult Student Demographics were used to describe the demographic characteristics of the adult students.

The motivational orientation pattern of the adults was derived from the EPS using factor analysis. The motivational orientation of adults enroled in adult

upgrading was measured using the scale scores (means) of the EPS factors. F tests using one-way analysis of variance and t tests were used to determine statistically significant differences between and among the selected demographic variables and the means of the six motivational orientation factors of the EPS.

Findings

Demographic Characteristics of Adults

1. What is the demographic profile of the adults participating in the upgrading program?

The largest percentages of the adults were female (80.2 %); aged 25-34 (42.6 %); had from one to three children (49.5 %); were born in Canada (96%); and received public schooling here (96 %); and completed grades nine through eleven (49.5 %). The respondents were fairly evenly distributed between single (35.6 %), married (33.7 %) or other marital status (30.7 %). Their mother tongue was English (39.4 %) or Native Canadian (36.4 %); and 36.1 percent of respondent's fathers were self-employed and 27.7 percent were semi-skilled.

Motivational Orientations

2. What are the motivational orientations of these adults as determined by the Education Participation Scale?

From a possible total of 40 items, six EPS factors were derived, containing 33 motivational items and accounting for a total cumulative variance of 54.4 percent in the orientations of the adults in the upgrading program. Social contact accounted for 27.4 percent of the variance. The remaining variance of the total variance explained (54.4%) was accounted for by the other factors: community or job enhancement (8.1%), professional advancement (5.6%), cognitive interest (5.0%), education variety (4.4%) and education advancement (4.0%).

Factor scores indicated that education advancement (mean 3.4) had the most influence in motivating adults to enrol in the upgrading program. The influence of the other factors, as reported by the adults from greatest to least, was: community or job enhancement, education variety, cognitive interest, professional advancement, and social contact.

Relationships Between Demographic Variables and EPS Factors

3. What relationships exist between the orientations and demographic characteristics?

The Education Participation Scale factors were related to three demographic variables.

Social contact was affected by two variables: previous education level and mother tongue. Respondents with a grade zero to eight level of education more than those with a higher level of education before enroling in the adult

upgrading program and also those whose mother tongue was Native Canadian rather than Low German or English were influenced by a social contact orientation.

Community or job enhancement was affected by single marital status. Single more than married respondents were influenced by community or job enhancement to pursue adult upgrading.

Education advancement was affected by the Native Canadian mother tongue of the respondent. Again, native Canadian more than Low German or English language speakers were influenced by education advancement in their education decision.

Factors III (professional advancement) and IV (cognitive interest) showed no significant relationships with any of the demographic variables. Professional advancement would not have been a possible factor for many of the adults since only two percent of the parents were shown to be of a professional background.

Conclusions

Gender

Eighty percent of the adults surveyed were female. The growing participation of women in adult education was emphasized in a statement by Cross (1980, p. 91): "Whereas participation rates for men have remained quite steady over

the past six years, the rates for women have steadily increased." Although Caron (1984) stated that participation rates in educational activities in Canada were similar for male and female adults, they differed in the types of courses in which they enroled. Many males requiring adult upgrading courses in the surveyed area have their best time of employment during the winter months when the upgrading courses are offered. The Canadian Association for Adult Education (1985) reported that males were more interested in job-related courses. Adult upgrading is a precursor for these job-related courses.

The high incidence of females within this program suggests that they really need to be considered as a group that should to be addressed in terms of barriers and motivation to enrol within existing programs.

Age

In this study the largest percentage of adults were within the 25 to 34 year age bracket. Devereaux (1985) also reported that the highest participation rate of adults in educational activities was within the same age bracket. Many of the adults within this age bracket realize their need for more education to be able to occupy a more stable economic position. Many of these adults are females who are not married, and they also are probably seeking a way out of their present economic situation.

Educational Attainment

The highest participation rate within this study was the group which had from grades nine to twelve previous education before enroling in the upgrading program. In the literature reviewed (Caron, 1985; Cross, 1980; Canada Census, 1986) it was indicated that the more previous education an adult had, the greater the participation rate. Persons with a higher level of education probably have more positive educational experiences to build on. The expectation that something positive would happen in a new educational experience is more prevalent in persons with a higher level of education since they probably had more successes in their education to date. The adults with a grade nine through twelve educational background before entering the upgrading program were closer to their goals of completion than were the adults entering at a grade zero to eight level. (Only 10 percent of the respondents had completed grade 12 education.)

Father's Occupation

In the literature reviewed, Devereaux (1985) suggested that adults who have parents with a university degree are more likely to attend educational activities than those from a less well-educated family. This research shows that adults with professional parents were represented by only 2.4 percent of the sample, whereas self-employed and semi-

skilled parents represented, in total, 63.8 percent of the sample.

The area surveyed is a rural, agricultural based group of unique communities which are isolated or semi-isolated from larger urban centres. The percentage of professionals in this area is probably much lower than it would be in an urban centre. The low percentage of professionals in the area was also supported by Language and Literacy Problems in Alberta's Labour Force (1987) which reports figures from Canada Census 1986 that workers with a less than grade nine education occupied more than 20 percent of the labour force in forestry, fishing, agriculture and trapping. Three of the four occupations mentioned are prevalent in the surveyed area of northern Alberta.

There does not seem to have been a large differentiation among respondents' participation by the occupational areas of the fathers of the adults surveyed. The specific nature of the program and the survey area both need to be considered. Adult upgrading allows adults to complete the high school courses which they have not finished. Due to the nature of the occupations in the northern area surveyed, it may be that education was not considered to be as important for obtaining employment in earlier years than it is now. The resource base is expanding in the northern areas of the province, and more skilled persons will be required in the future. Farming is not as secure an

occupation as it seemed to be in earlier years, and an additional area of expertise is often needed to supplement farming or to help within farming itself.

Mother Tongue

The mother tongue is a reflection of the varied heritage of the area surveyed. The findings indicated that 39 percent of the sample was of an origin which had English as its mother tongue, 36 percent a variety of Native Canadian languages (Cree, Slave) and 19 percent Low German (Mennonite). Most of these individuals (96 percent) were born in Canada and also received their public schooling here also.

These varied backgrounds also suggest a different attitude about education. Different perceptions of education may be reflected in the motives for enroling in education also. Native Canadians were more influenced to enrol for reasons of social contact than were persons of Low German or English backgrounds. Within the latter two backgrounds, there did not seem to be one specific motive which was considered more important for enroling than any other.

Motivational Patterns

Within the pattern of orientations generated by this study, social contact explained 27.4 percent of the

explained variance in the motivational orientation of adults but education advancement was considered to be the most influential factor for enrolment. In relationship to Boshier's Congruence Model (1977), both social contact and education advancement suggest a life-chance orientation and a deficiency needs motivation. On the whole, the total orientation pattern generated suggests a gravitation more towards the life-chance side of the psychological dimension continuum. A large percentage of the adults was in the 25 to 34 year old age bracket, and Boshier (1977, p. 97) observed, "Thus it is probable that the amount of motivation which has life-chance and life-space changes as the participant passes through the developmental tasks associated with age." The orientation in this study may be partially due to the age or the stage of psychological development these adults are at.

Motivational Influences

In personal communication with the adults within the same type of program, this researcher received comments to suggest that education was the ticket out of their present situation. In identifying reasons why adults participate, Cross (1980, p. 113) stated, "Education is widely perceived as the route to upward socio-economic mobility." Education advancement was considered to be the factor which most influenced the adults to enrol in the program. Community or

job enhancement also influenced the adults to a large extent to enrol. For these adults, the statement of Cross above holds true in their case also. Since a large portion of the adults were female, it was this group that was taking the opportunities given to them to expand their job opportunities more than were males in this situation.

The Native Canadian heritage differentiated that group from the Low German and English within the social contact and education advancement factors. In both cases, these factors influenced adults of Native Canadian background more than others. An early study (1974) titled Participation in an Indian Adult Education Program (Blunt and Thornton, p. 41), suggested, in the implication section of the study that:

> Further research beyond this exploratory study is required to identify the interrelationships among those factors associated with participation. It is possible that additional factors which influence the decision to participate might be identified and manipulated by program planners to increase participation.

Little research has been completed to date on reasons for participation of Native Canadians within the Alberta college system. W. G. Harrison (1977) completed a study on participation rates of natives in five Alberta community colleges, but reasons for participation were not included as part of the study.

Implications

A number of significant findings with respect to adult participation in the selected campuses of Fairview College have resulted from the data of this study. This is just the beginning of research which can be completed within this area. The following implications must be considered with caution since this study represents the first in an area of considerable potential for research.

Implications for the College

This study alludes to a number of implications for the education of adults within the northern Alberta region. The findings indicate that:

1. The educational institutions in the area need to develop a greater awareness of the characteristics of the adults they serve so they may continue to attract them and also reach the adults who are not participating.

2. The reasons for participation need to be continuously monitored so that the courses offered coincide with the needs of the adults.

3. The educational needs of the adult groups of a unique heritage background need to be kept in mind while designing the courses for them. Needs analysis of prospective students should be completed on a regular basis.

4. Participation rates may be increased by surveying the nonparticipants and ascertaining the reasons for not

attending educational programs.

5. The needs of special groups of adults should be kept in mind by the instructors within the institution while the school year is progressing. This study found that a large portion of the adults were females with one to three children who may be of a native background.

Implications for Further Research

This study has provided some valuable information about the motivational orientations of adults to enrol in an upgrading program and the demographic variables associated with them. Adult upgrading is a part of almost every northern Alberta community and many other provincial communities, and the research background for it is not that specific. Research studies need to be developed in terms of the kinds of educational activities individuals are involved in. Further research in the area can expand the data base by:

1. Conducting a replication study but including the total adult upgrading population of Fairview College. This would provide further insight into the adults in the northern areas of Alberta, and also serve to corroborate the information gathered in this study.

2. Conducting a follow-up study of how motivational orientations have changed upon the completion of the upgrading program.

3. Conducting in-depth studies with the different cultural groups identified in this study. This may provide more information on the question of whether motivational orientations differ by cultural groups.

4. Conducting interviews with the adults to arrive at reasons for motivation and comparing them with the results of the EPS questionnaire.

5. Conducting a study which involves investigating the preparedness of individuals for educational participation by examining factors such as the living environment, and positive and negative forces. This could involve different cultural groups to see if there were differences.

6. Conducting motivational studies with the group of adult basic education students and other programs at Fairview College to see if the motivational reasons for enrolment differ from those of the adults in the upgrading program.

7. Conducting motivational studies using the new A (Alternate) Form which has been outlined by Boshier (1991) in terms of validity, reliability, and its predictive values for age, gender and ethnic origin.

8. Conducting motivational studies within selected programs in community colleges in Alberta and other similar settings.

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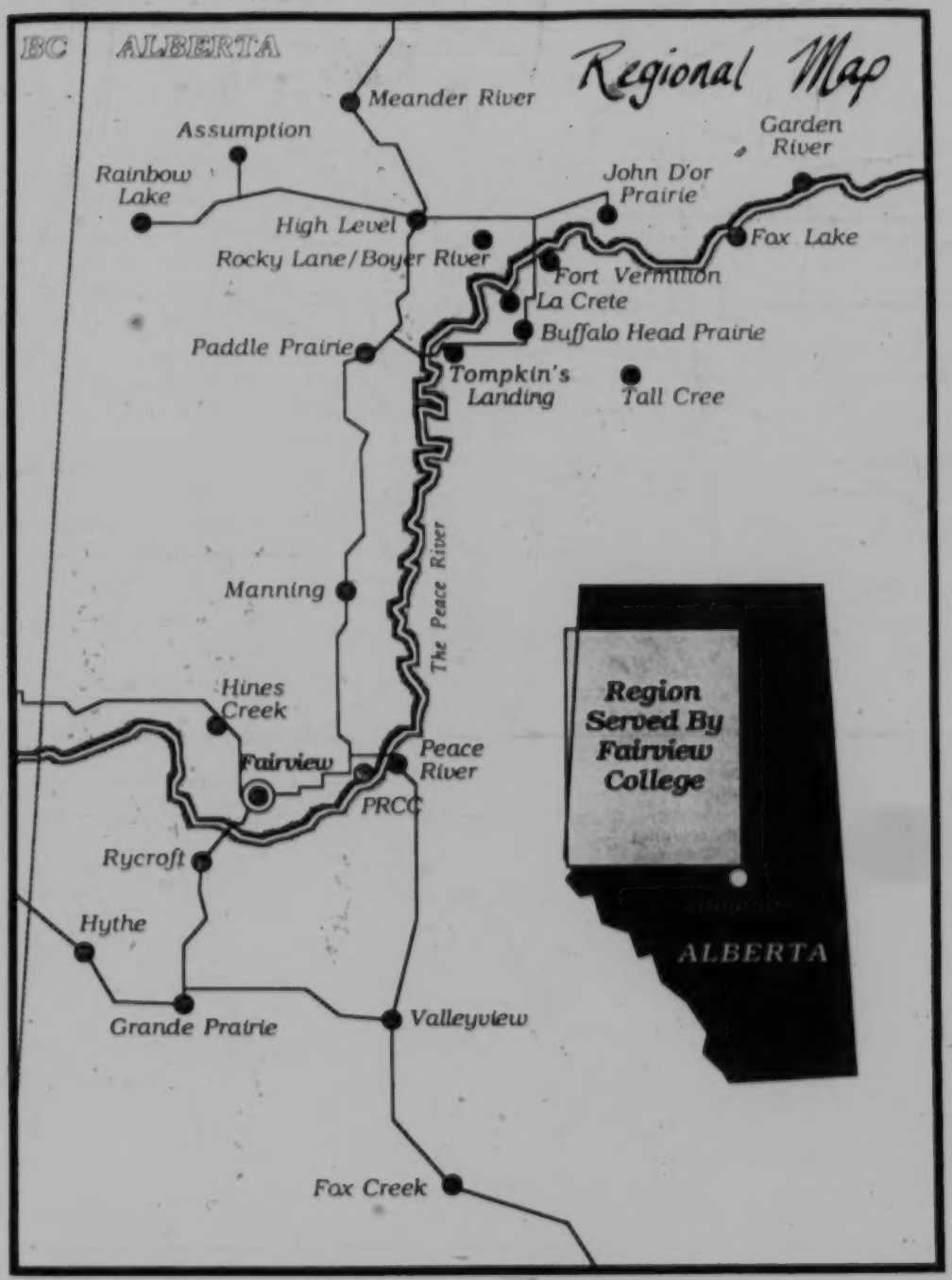
APPENDICES

A. Regional Map of the Survey Area


BC
ALBERTA
Regional Map
Meander River
Assumption
Garden River
Rainbow Lake
John D'or Prairie
High Level
Fox Lake
Rocky Lane/Boyer River
Fort Vermilion
La Crete
Buffalo Head Prairie
Paddle Prairie
Tompkin's Landing
Tall Cree
The Peace River
Manning
Region Served By Fairview College
Hines Creek
Fairview
Peace River
PRCC
Rycroft
Hythe
ALBERTA
Grande Prairie
Valleyview
Fox Creek

B. Letters: Permission, Students and Instructors

July 20, 1990

Mr. Al Bromling
Vice President Academic Affairs
Fairview College
Box 3000. Fairview
Alberta. T0L 1L0.

Dear Al:

I am currently involved in a research study as part of my master's program in the Department of Adult, Career and Technology Education within the Faculty of Education. This study focuses on the reasons why adults attend an upgrading program. My research will include surveying the student population in the upgrading programs of Boyer River, Fort Vermilion, High Level, La Crete, Manning, and Peace River.

I am writing to request your permission to complete this survey within the specified campuses in late September and early October. Please let me know in writing. If you have any questions, I would be willing to answer them here in Edmonton until the end of July and after that in Peace River.

I would also request financial assistance from Fairview College to cover some of the research costs associated with the survey.

Sincerely,

Ingrid Banasch

Graduate Student

Dear Student:

Returning to complete schooling as an adult requires much courage and perseverance. Fairview College has agreed to participate in a study of what reasons are most important for adults to return to an upgrading program.

This study involves students at the campuses of Boyer River, Fort Vermilion, High Level, La Crete, Manning, and Peace River. Please complete the enclosed 2-part questionnaire (Education Participation Scale and Adult Student Demographics) so that we can begin to understand the reasons for adults returning to an upgrading program within Fairview College.

Please do not include your name anywhere on the questionnaire. This information which you have given to us will be kept strictly confidential without any personal identification. It will be used as part of a summary of all of the results. The final decision to complete all or part of the questionnaire is yours. Please put your completed questionnaire in the envelope provided and seal it before returning it to your instructor. Your instructor will not see any of your responses and they will be mailed directly to me.

Your participation in completing the questionnaire is very valuable. I would like to thank you in advance. A copy of the summary of the findings will be made available once the study is completed.

Sincerely yours,

Ingrid Banasch
Graduate Student
624 - 4616 (B)

Dear Instructor:

As part of my graduate work towards a Master of Education degree, I am presently involved in a research study to determine the most important factors which influence adults to return to an upgrading program. This study may be of benefit to Fairview College in that the nature of the participant will become apparent from the demographics collected. Nothing has been completed to date in this area on a formal, organized basis since Fairview College assumed management of the upgrading programs in northern Alberta in 1981.

The students in your program are valued participants who can add much information towards our understanding of the variables involved. They need to be made aware of a number of important points before they decide whether or not to contribute to this study. They are:

1) The adult student contribution is very valuable.

2) It is their own personal choice whether they want to opt out of any part or all of the questionnaire.

3) Their personal responses will not be seen by you or any of Fairview College staff. A summary of all responses will be made available.

4) They should feel free to ask you questions about the forms related to words but no leading answers to bias the research should be given.

5) If they have any further questions or concerns afterwards, they can reach me at the telephone number indicated.

All of the above information should be read to the students. Then, when they complete the questionnaires, the sealed envelopes will be returned to you to be bulk mailed to my address (postage included). Please feel free to call me collect if you have any other questions about the procedure.

Sincerely yours,

Ingrid Banasch
Graduate Student
624 -4616(B)

C. Letter of Student Numbers 1990-91

FAIRVIEW COLLEGE

OFFICE OF THE REGISTRAR

January 23, 1991

Ingrid Banasch
North Peace Adult Education Consortium
Bag 3500
Peace River, Alberta
T8S 1V9

Dear Ingrid,

As per our phone call, the following is a listing of the number of enrolled students taking Adult Upgrading in the below-named campuses as of December 21, 1990:

Assumption	16
Fort Vermilion	10
High Level	25
La Crete	21
Paddle Prairie	12
Peace River	57

Please note this does not include students enrolled in the evening high school courses.

If you have any questions concerning this material, please call the Registrar's Office at 835-6607.

Yours truly,

Alana Jordison
Registrar's Office

/aj

Fairview Campus
Box 3000
Fairview, Alberta
Telephone (403) 835-6600
FAX (403) 835-6698
FAX (403) 835-2442

D. Letter of Student Numbers From Previous Years

FAIRVIEW COLLEGE

JULY 24, 1990

Ms. Ingrid Banasch
1123 - 85 Street
Edmonton, Alberta
T6K 1X7

Dear Ms. Banasch:

Please find enclosed the student numbers for the Adult Upgrading programs within Fairview College, from 1981 to present.

Unfortunately we are not able to give statics of age. I hope that the information given is sufficient. The statistics came from class lists from each year.

If we can be of any more help to you please let us know.

Yours truly,

B Osowetski

Brenda Osowetski
Admissions Clerk

BO/jg
encl.

Box 3000, Fairview, Alberta, Canada T0H 1L0 (403) 835-6600

ADULT UPGRADING
STUDENT NUMBERS
1981 TO PRESENT

YEAR	LOCATION	#ENROLLED	#MALE	#FEMALE
1981 (FALL)	FAIRVIEW	17	5	12
1981	DIXONVILLE	5	1	4
"	FORT VERMILLION	18	4	14
"	HIGH LEVEL	26	3	23
"	LA CRETE	34	7	27
"	MANNING	9	2	7
"	PEACE RIVER	23	4	19
1982 (WINTER)	FAIRVIEW	21	10	11
"	DIXONVILLE	8	3	5
"	FORT VERMILLION	20	8	12
"	HIGH LEVEL	21	2	19
"	MANNING	11	2	9
"	PEACE RIVER	28	6	22
1982 (FALL)	FAIRVIEW	25	14	11
"	JEAN D'OR PRAIRIE	13	6	7
"	LA CRETE	28	7	21
"	MANNING	12	3	9
"	MEANDER RIVER	12	5	7
"	PADDLE PRAIRIE	15	1	14
"	N.P.A.E.C.	38	8	30
1983 (WINTER)	FAIRVIEW	30	14	16
"	ASSUMPTION	5	1	4
"	FOX LAKE	9	6	3
"	N.P.A.E.C.	43	11	32
1983 (FALL)	FAIRVIEW	22	7	15
"	DIXONVILLE	8	2	6
"	FORT VERMILLION	20	8	12
"	HIGH LEVEL	22	6	16
"	FOX LAKE	8	2	6
"	LA CRETE	26	4	22
"	MANNING	16	5	11
"	MEANDER RIVER	12	5	7
"	PEACE RIVER	42	14	28
"	PADDLE PRAIRIE	12	3	9
"	RYCROFT	16	3	13
1984 (WINTER)	FAIRVIEW	22	9	13
"	PEACE RIVER	44	19	25
"	TALL CREE	9	1	8
1984 (FALL)	FORT VERMILLION	7	1	6
"	DIXONVILLE	9	2	7
"	GARDEN RIVER	10	5	5
"	FOX LAKE	12	3	9
"	HIGH LEVEL	14	3	11
"	LA CRETE	25	7	18
"	MANNING	10	1	9
"	MEANDER RIVER	12	2	10
"	PADDLE PRAIRIE	9	2	7
"	PEACE RIVER	52	18	34
"	TALL CREE	10	3	7
1985 (WINTER)	FAIRVIEW	28	12	16
1985(FALL)	DIXONVILLE	8	2	6

YEAR	LOCATION	#ENROLLED	#MALES	#FEMALES
1985 (FALL)	FORT VERMILLION	13	7	6
"	HIGH LEVEL	18	3	15
"	LA CRETE	23	4	19
"	MANNING	20	6	14
"	MEANDER RIVER	12	3	9
"	PEACE RIVER	50	15	35
"	RYCROFT	16	2	14
"	TALL CREE	7		7
1986 (WINTER)	DIXONVILLE	4	1	3
"	FORT VERMILLION	8	3	5
"	HIGH LEVEL	19	4	15
"	LA CRETE	22	3	19
"	MANNING	15	5	10
"	MEANDER RIVER	15	4	11
"	RYCROFT	15	2	13
"	TALL CREE	7		7
"	FAIRVIEW	31	12	19
1986 (Fall)	FAIRVIEW	48	20	28
"	FORT VERMILLION	11	3	8
"	FOX LAKE	12		12
"	GARDEN RIVER	10	1	9
"	HIGH LEVEL	20	5	15
"	LA CRETE	29	3	26
"	MANNING	26	4	22
"	MEANDER RIVER	9	2	7
"	PADDLE PRAIRIE	5		5
"	PEACE RIVER	61	22	39
"	P.R.C.C.	18	18	
1987 (WINTER)	FORT VERMILLION	11	3	8
"	FOX LAKE	12		12
"	GARDEN RIVER	8		8
"	HIGH LEVEL	19	1	18
"	LA CRETE	27	3	24
"	MANNING	26	6	20
"	MEANDER RIVER	10	1	9
"	PADDLE PRAIRIE	7	1	6
"	PEACE RIVER	73	27	46
"	P.R.C.C.	19	19	
"	FAIRVIEW	69	30	39
1987 (FALL)	FORT VERMILLION	13	2	11
"	GARDEN RIVER	17	4	13
"	HIGH LEVEL	20	4	16
"	HIGH LEVEL (EVENING)	12	4	8
"	LA CRETE	16	4	12
"	MANNING	15	6	9
"	MEANDER RIVER	9	3	6
"	PADDLE PRAIRIE	10	4	6
"	PEACE RIVER	40	10	30
"	FAIRVIEW	62	26	36
"	FORT VERMILLION	13	2	11
"	PEACE RIVER	40	10	30

YEAR	LOCATION	#ENROLLED	#MALE	#FEMALE
1988 (WINTER)	FAIRVIEW	87	50	37
"	FORT VERMILLION	10	1	9
"	GARDEN RIVER	15	2	13
"	HIGH LEVEL	17	3	14
"	LA CRETE	18	6	12
"	MANNING	22	7	15
"	MEANDER RIVER	15	6	9
"	PADDLE PRAIRIE	14	3	11
"	PEACE RIVER	70	23	47
"	P.R.C.C.	23	23	
1988 (APRIL-MAY)	STURGEON LAKE	21	20	1
1988 (FALL)	FAIRVIEW	59	25	34
"	ASSUMPTION	12	4	8
"	FORT VERMILLION	9	2	7
"	GARDEN RIVER	22	5	17
"	HIGH LEVEL	36	14	22
"	LA CRETE	22	2	20
"	MANNING	23	3	20
"	PADDLE PRAIRIE	13	4	9
"	PEACE RIVER	63	20	43
1988 (JULY-DEC)	P.R.C.C.	57	57	
1989(WINTER)	FAIRVIEW	61	20	41
"	ASSUMPTION	10	3	7
"	FORT VERMILLION	9	3	6
"	GARDEN RIVER	15	3	12
"	HIGH LEVEL	37	9	28
"	LA CRETE	21	4	17
"	MANNING	21	2	19
"	PADDLE PRAIRIE	11	4	6
"	PEACE RIVER	92	29	63
1988/89(NOV-JUN)	ALTA. OPP CORPS (PR)	13	10	3
1989 (MARCH-JUN)	P.R.C.C.	76	76	
1989 (FALL)	FAIRVIEW	32	15	17
"	ASSUMPTION	13		13
"	BOYER RIVER	11		11
"	FORT VERMILLION	12	5	7
"	FOX LAKE	14	3	11
"	HIGH LEVEL	35	8	27
"	JOHN D'OR PRAIRIE	9		9
"	LA CRETE	19	1	18
"	MANNING	20	4	16
"	PADDLE PRAIRIE	10	5	5
"	PEACE RIVER	48	11	37
"	ALTA. OPP CORPS (PR)	8	6	2
"	P.R.C.C.	39	39	
1990 (WINTER)	FAIRVIEW	62	22	40
"	ASSUMPTION	8		8
"	BOYER RIVER	9		9
"	FORT VERMILLION	9	5	4
"	FOX LAKE	10		10
"	HIGH LEVEL	30	4	26
"	LA CRETE	24	5	19

YEAR	LOCATION	#ENROLLED	#MALES	#FEMALES
1990(WINTER)	MANNING	24	8	16
"	MEANDER RIVER	14	11	3
"	PADDLE PRAIRIE	12	3	9
"	PEACE RIVER	60	18	42
"	ALTA. OPP CORPS. (PR)	9	5	4
"	P.R.C.C.	45	45	
1988 (JULY-DEC)	P.R.C.C.	57	57	

E. Adult Student Demographic Questionnaire

University of Alberta

Department of Adult, Career and Technology Education

ADULT STUDENT DEMOGRAPHIC QUESTIONNAIRE

Respondent ID _____

1. What was the highest grade you completed before attending this program?

_____ [1] 12

_____ [2] 9 - 11

_____ [3] 0 - 8

2. Where did you receive your public schooling?

_____ [1] Canada

_____ [2] Other(specify)

3. Your marital status is:

_____ [1] Single

_____ [2] Married

_____ [3] Other(divorced/common-law)

4. Gender:

_____ [1] Female

_____ [2] Male

5. How many children do you have?

_____ [1] None

_____ [2] 1 - 3

_____ [3] 4 - 7

_____ [4] 8 or more

6. Your age is:

_____ [1] 17 - 24

_____ [2] 25 - 34

_____ [3] 35 - 44

_____ [4] 45 and over

7. You were born in:

_____ [1] Canada

_____ [2] Other (specify)

8. What is your mother tongue (first language spoken)?

_____ [1] Native Canadian

_____ [2] English

_____ [3] Low German

_____ [4] Ukrainian

_____ [5] Other (specify)

9. Your father's occupation is/was:

_____

Thank You Very Much for Your Participation!!

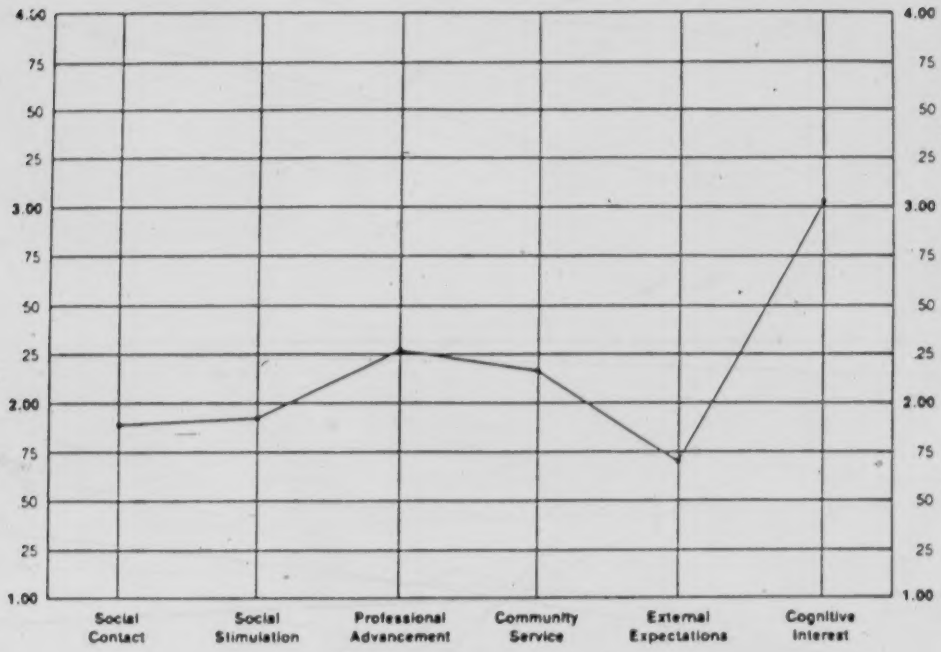
F. Education Participation Scale of Boshier

TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROLL IN YOUR ADULT EDUCATION CLASS?

Think back to when you enrolled for your course and indicate the extent to which each of the reasons listed below influenced you to participate. Circle the category which best reflects the extent to which each reason influenced you to enroll. There are 40 reasons listed. Circle one category for each reason. Please be frank. There are no right or wrong answers.

1. To seek knowledge for its own sake	No influence	Little influence	Moderate influence	Much influence
2. To share a common interest with my spouse or friend	No influence	Little influence	Moderate influence	Much influence
3. To secure professional advancement	No influence	Little influence	Moderate influence	Much influence
4. To become more effective as a citizen	No influence	Little influence	Moderate influence	Much influence
5. To get relief from boredom	No influence	Little influence	Moderate influence	Much influence
6. To carry out the recommendation of some authority	No influence	Little influence	Moderate influence	Much influence
7. To satisfy an enquiring mind	No influence	Little influence	Moderate influence	Much influence
8. To overcome the frustration of day to day living	No influence	Little influence	Moderate influence	Much influence
9. To be accepted by others	No influence	Little influence	Moderate influence	Much influence
10. To give me higher status in my job	No influence	Little influence	Moderate influence	Much influence
11. To supplement a narrow previous education	No influence	Little influence	Moderate influence	Much influence
12. To stop myself becoming a "vegetable"	No influence	Little influence	Moderate influence	Much influence
13. To acquire knowledge to help with other educational courses	No influence	Little influence	Moderate influence	Much influence
14. To fulfill a need for personal associations and friendships	No influence	Little influence	Moderate influence	Much influence
15. To keep up with competition	No influence	Little influence	Moderate influence	Much influence
16. To escape the intellectual narrowness of my occupation	No influence	Little influence	Moderate influence	Much influence
17. To participate in group activity	No influence	Little influence	Moderate influence	Much influence
18. To increase my job competence	No influence	Little influence	Moderate influence	Much influence
19. To gain insight into my personal problems	No influence	Little influence	Moderate influence	Much influence
20. To help me earn a degree diploma or certificate	No influence	Little influence	Moderate influence	Much influence
21. To escape television	No influence	Little influence	Moderate influence	Much influence
22. To prepare for community service	No influence	Little influence	Moderate influence	Much influence
23. To gain insight into human relations	No influence	Little influence	Moderate influence	Much influence
24. To have a few hours away from responsibilities	No influence	Little influence	Moderate influence	Much influence
25. To learn just for the joy of learning	No influence	Little influence	Moderate influence	Much influence
26. To become acquainted with congenial people	No influence	Little influence	Moderate influence	Much influence
27. To provide a contrast to the rest of my life	No influence	Little influence	Moderate influence	Much influence
28. To get a break in the routine of home or work	No influence	Little influence	Moderate influence	Much influence
29. To improve my ability to serve humankind	No influence	Little influence	Moderate influence	Much influence
30. To keep up with others	No influence	Little influence	Moderate influence	Much influence
31. To improve my social relationships	No influence	Little influence	Moderate influence	Much influence
32. To meet formal requirements	No influence	Little influence	Moderate influence	Much influence
33. To maintain or improve my social position	No influence	Little influence	Moderate influence	Much influence
34. To escape an unhappy relationship	No influence	Little influence	Moderate influence	Much influence
35. To provide a contrast to my previous education	No influence	Little influence	Moderate influence	Much influence
36. To comply with the suggestions of someone else	No influence	Little influence	Moderate influence	Much influence
37. To learn just for the sake of learning	No influence	Little influence	Moderate influence	Much influence
38. To make new friends	No influence	Little influence	Moderate influence	Much influence
39. To improve my ability to participate in community work	No influence	Little influence	Moderate influence	Much influence
40. To comply with instructions from someone else	No influence	Little influence	Moderate influence	Much influence

G. Scale Scores for the Education Participation Scale



Participant profile sheet for six *Education Participation Scale* scores

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H. Boshier (1983) Factor Structure after Orthogonal Rotation

Table 2. Education Participation Scale factor structure after orthogonal rotation.

	Variable (abbreviated)	*Social contact*	*Social stimulation*	*Professional advancement*	*Community service*	*External expectations*	*Cognitive interest*
19.	Gain insight	−0·42 **	−0·34	0·08	−0·42	−0·13	−0·04
2.	Common interest	−0·46 **	−0·16	−0·17	−0·09	−0·21	0·03
33.	Social position	−0·51 **	−0·22	0·39	−0·16	−0·20	−0·13
9.	Accepted others	−0·52 **	−0·37	0·14	−0·17	−0·35	−0·09
17.	Part of a group	−0·71 **	−0·22	0·00	−0·19	−0·05	0·08
38.	New friends	−0·71 **	−0·21	0·02	−0·13	−0·12	−0·01
14.	Personal association	−0·71 **	−0·23	0·07	−0·19	−0·11	0·03
31.	Social relations	−0·74 **	−0·20	0·15	−0·21	−0·12	−0·03
26.	Congenial people	−0·76 **	−0·24	0·00	−0·13	−0·06	0·08
35.	Educ contrast	−0·13	−0·50 **	0·27	−0·18	−0·06	0·11
21.	Escape TV	−0·36	−0·54 **	−0·16	−0·11	−0·35	−0·14
24.	Few hours	−0·43	−0·54 **	−0·20	−0·03	−0·28	−0·08
27.	Life contrast	−0·45	−0·55 **	0·03	−0·04	0·05	0·10
16.	Narrow occupation	−0·13	−0·60 **	0·26	−0·16	−0·04	0·06
28.	Break routine	−0·43	−0·62 **	−0·17	0·05	−0·09	0·07
12.	Vegetable	−0·11	−0·63 **	0·03	−0·22	−0·20	0·17
8.	Frustration	−0·37	−0·66 **	−0·02	−0·07	−0·08	0·00
5.	Relief boredom	−0·35	−0·66 **	−0·09	0·05	−0·08	0·01
3.	Professional advancement	0·02	0·12	0·79 **	−0·11	0·03	−0·03
10.	Job status	−0·17	−0·05	0·76 **	−0·04	−0·17	−0·13
20.	Earn degree	0·01	−0·01	0·66 **	−0·13	0·01	−0·16
18.	Job competence	0·12	0·07	0·66 **	−0·25	−0·17	0·09
15.	Competition	−0·21	−0·15	0·57 **	−0·04	−0·39	0·06
13.	Other courses	−0·01	−0·06	0·53 **	−0·37	−0·02	0·11
32.	Formal requirements	0·08	0·04	0·46 **	−0·19	−0·44	−0·04
11.	Supplement	−0·00	−0·42	0·45 **	−0·22	−0·01	0·04
4.	Citizen	−0·31	−0·19	0·21	−0·54 **	−0·07	0·03
23.	Human relations	−0·32	−0·11	0·16	−0·66 **	−0·00	0·12
39.	Community	−0·27	−0·09	0·16	−0·70 **	−0·17	0·01
29.	Mankind	−0·07	−0·04	0·27	−0·73 **	−0·15	0·16
22.	Community service	−0·15	−0·10	0·18	−0·76 **	−0·21	−0·03
34.	Escape unhappiness	−0·38	−0·46	−0·08	−0·16	−0·47 **	−0·24
30.	Keep up	−0·27	−0·18	0·39	−0·09	−0·47 **	0·09
36.	Recommendation	−0·08	−0·06	0·24	−0·15	−0·68 **	−0·10
36.	Comply	−0·20	−0·15	0·04	−0·10	−0·74 **	−0·07
40.	Instruction	−0·20	−0·15	0·08	−0·14	−0·75 **	−0·14
25.	Joy of learning	−0·13	−0·11	−0·24	−0·01	0·01	0·81 **
37.	Sake of learning	−0·04	−0·14	−0·12	−0·03	−0·10	0·80 **
7.	Enquiring	0·03	−0·04	0·07	−0·15	0·20	0·73 **
1.	Seek knowledge	0·06	0·06	0·14	−0·05	0·22	0·73 **
	Cumulative proportion of variance accounted for	0·2325	0·1895	0·1788	0·1433	0·1376	0·1183
	Proportion of variance accounted for by each rotated factor	27·43	38·88	46·69	50·65	54·51	57·40

Appendices: F. Education Participation Scale of Boshier, G. Scale Score for the Education Participation Scale and H. Boshier (1983) Factor Structure after Orthogonal Rotation are not included due to copyright restrictions. Copies of them may be accessed as follows:

The Education Participation Scale and the Scale Score may be obtained by writing to:

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The Boshier (1983) Factor Structure is published in: International Journal of Lifelong Education, (1983), Vol. 2, No. 2, 163-177.